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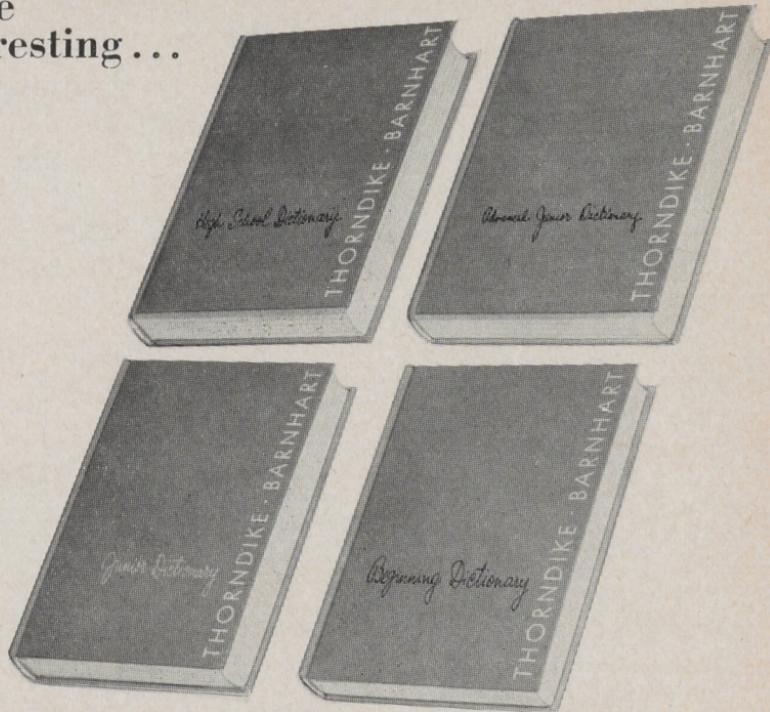
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THE MONTH'S COVER STORY

October is Thanksgiving month, a month of Indian Summer. We love its bright sunshine, its gaudy fall colors, the haze from piles of burning leaves, the deep blue of lakes and streams. For small fry, including our puppy, it's the time of ghosts and witches, scary pumpkin faces, and, best of all, tricks or treats.



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THE ATA MAGAZINE

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October, 1958

**the ATA
magazine**

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Working Together

We would like to wish school trustees well in their fifty-second annual convention opening in Edmonton on November 5. If their agenda is as crowded as it usually is, they will be busy indeed during the three days of their convention.

We would like the trustee delegates to know that we have appreciated the spirit with which representatives of their executive have met with representatives of our Executive Council on a number of occasions during the past two years. Useful ideas have been advanced and discussed by both groups. Areas of tension have been explored with understanding. Both organizations are learning that the interests of education in this province will profit by increased understanding.

Differences we still have, and they may stay with us for a long while. But it is refreshing to learn that we can have those differences—sharp though they may be—and still work together in harmony.

Problems such as educational finance, increasing public interest in education, and teacher recruitment and retention are of such size and difficulty that they deserve all the study that all of us can give. The Alberta School Trustees' Association and The Alberta Teachers' Association have made a start in this direction. Everyone interested in education will hope that this joint assault on common problems will continue.

Pension Hike Seen

Alberta teachers were pleased to hear that the government proposes to introduce amendments to *The Teachers' Retirement Fund Act* at the next session of the legislature, which will raise the pensions of teachers who retire after September 1, 1959.

According to a statement released by the premier recently, the government proposes to raise the percentage used in calculating teachers' pensions to two percent. This would have the effect of increasing the maximum pension of teachers who retire after September 1, 1959 to 70 percent of the average salary for the best five-year period of pensionable service. The rate of teachers' contributions to the pension fund will remain unchanged at the present five percent of salary. The increased cost of pensions is to be borne by the government which guarantees the benefits provided by the pension plan. With the proposed change, the benefits provided by the teachers' retirement fund will be at the same level as those provided for civil servants by the public service pension plan.

The government's proposal is a practical recognition of the lifetime of service many Alberta teachers have given in the classrooms in this province. It is one of the more effective measures which can be taken to make teaching an attractive career.

What to Teach an

DELMER T. OVIATT

EDUCATIONAL problems ordinarily classify into one of three major categories. The first category we may label "management", and include therein all matters of finance, facilities, district organization, transportation, and similar out-of-classroom concerns. The second category we label "content". It includes the basic problems of curriculum—what to teach and when to teach it. The third category we label "instruction". It involves all items related to the nature and quality of classroom methods. Admittedly, this three-way classification is crude in outline, with much overlapping and interlocking. Nonetheless most problems of present day education are identifiable primarily within one of the three groups.

It appears to be human nature to do the easiest things first. Alberta has in the past 20 years given much attention to the problems of educational management, certainly more than to either of the other of the two major categories. One must hasten to add that, in consequence, during the same period of time, improvements and innovations in educational management have been spectacularly impressive. Content and instruction have meanwhile not been completely abandoned, perhaps not even seriously neglected. They have simply not been subjects of public concern to any real extent. For example, such genuinely interested laymen as school trustees and home and school presidents are frequently fully informed regarding grant alloca-

tions for pupil transportation and building construction. At the same time, they may be quite unaware as to the extent of the drop-out ratio in Alberta high schools, or as to the real significance of the transfer of teacher training from the normal schools to the university.

Today, however, there seems to be a very important change in the direction of public attention. Mounting evidence indicates a ground swell of public concern in those problems we previously classified as "content" and "instruction". *Why Johnny Can't Read* became a best seller. Historians, admirals, and insurance salesmen have become nationally recognized authorities in the criticism of school teachers. The Order-in-Council of December 31, 1957, authorizing the present Royal Commission under the chairmanship of Senator Donald Cameron, charges "particular attention to programs of study and pupil achievement". This focus of public concern on curricular patterns should be of genuine satisfaction to those educators who have long since felt that schools have problems of deeper educational import than bus routes or district boundaries. The present approach in Alberta is one that deserves commendation. The dignity of a Royal Commission stands far above the emotional barrage of charges and denials that have marked public involvement in educational controversies in some sections of America.

Inquiry into the content phases of education can be time-consuming and

When

A former Alberta educator does some plain speaking about problems in curriculum development. He says that the ATA has not developed a comprehensive and defensible policy for teachers in curriculum building.

laborious. Critics most often point directly toward the details of specific courses. They find fault with the placement and organization of subject matter. They castigate textbooks. The comparisons they emphasize are remarkably unfavorable and invariably oriented backward, with past practice as the standard of excellence. Unfortunately the defence is generally on the same plane. Such investigation soon bogs down in confusion or minutia. No public inquiry can hope to deal adequately with the details of modern 12-year school curricula. The real contribution that public inquiry can make lies in the degree to which major issues are identified, examined, and clarified. In the democratic society the public schools are clearly the servant of the public will. Educators are neither so stupid, obstinate, or opinionated as to believe otherwise — reports to the contrary notwithstanding. Concise direction from authoritative public sources will be as readily implemented in education as in any other phase of democratic society.

Plainly, one of the concerns of major importance to any public inquiry is the process by which change occurs in the curricular patterns of public education. If the processes for curricular development are adequate, consistent, and responsible, controversy will soon give way to discussion and research. It appears obvious that the processes of curriculum change in Alberta are lacking in some respects. Otherwise a Royal Commission with "particular attention to programs of

study and pupil achievement" would not at this time be considered necessary. Accordingly, a major item of discussion during the recent Banff Conference centred around the nature and means of curriculum change. Curriculum development is complex, often technical, and always tedious. Participants in one short conference could possibly do nothing more than survey the problem. Yet, from the conference came several suggestions that seem noteworthy because of their implications for this very process of curriculum change. Three of these suggestions are set forth below for the consideration of those who choose to read.

The first suggestion is that curriculum development must involve Alberta classroom teachers, both individually and collectively, much more deeply than has been the case in the past. If classroom content and pupil competence are deficient to a serious degree, professional teachers cannot shift the total responsibility elsewhere. Bluntly stated, The Alberta Teachers' Association apparently has not developed a defined, comprehensive, defensible policy regarding the rôle of teachers in curriculum development. By way of illustration, consider those proposals which originate in local studies. Resolutions regarding curriculum change or classroom programs often come before the Annual General Meeting in forms that are ambiguous, impractical, or even contradictory. Furthermore, the disposition of these resolutions is decided by a popular vote of the delegate body. Can

we defend such handling of proposals that by their very nature require judgment based on specialized experience and technical training? Generalized resolutions, anguished cries, and pious hopes yield small returns. The Alberta Teachers' Association to date has not seen fit to add to its central executive staff a specialist in curriculum development. This, in itself, may be indicative. As an association, both at the provincial level and at the local level, the ATA must be prepared to pursue curriculum improvement with the zeal so long and well exhibited in matters of teacher welfare.

The second suggestion is that basic public school curriculum policy be established through some agency where professional educators and competent laymen have appropriate voice and responsibility. To date, the staff of the Department of Education, incidentally all professionally trained educators, have had the dominant voice and the sole responsibility. Laymen may be heard upon occasion when, at the discretion of the Department, policy matters are referred to the General Curriculum Committee for discussion and advice. The

suggestion discussed at the conference was that organizations such as The Alberta Teachers' Association, the Alberta School Trustees' Association, the Home and School Association, and the University of Alberta should work with the Department in a relationship that would be fundamentally a partnership rather than advisory. Membership in such a curriculum council as is proposed should be available to those selected province-wide groups who have demonstrated interest and competency in the promotion of public education. The basic function of the council should be policy making and curriculum planning for the public schools of the province. The council should elect its own officers, set its own agenda, and make its own report directly to the Minister of Education or his deputy. Upon departmental approval appropriate executive action should be carried out through the official departmental channels.

One major objection to be faced is that, under the existing law, the Minister of Education, and through him, the Department of Education, is legally responsible for the development of programs



PROBLEMS ! PROBLEMS !



Dr. Oviatt and the conference groups noted that generalized resolutions, anguished cries, and pious hopes yield small returns in curriculum development.

of study for the province. It may be noted here that under the same laws the Minister is also legally responsible for the training of teachers. Yet in actual fact teacher education has for many years been a partnership responsibility shared by the University of Alberta and the Department of Education. (We may mention parenthetically that teacher education has prospered well under this joint arrangement.) The establishment of a working relationship with the same shared participation and responsibility could be extended into the field of curriculum development.

The third suggestion urges that leadership, competently trained and adequately paid, be made available at the local level throughout the province. Centralized curriculum planning, desirable as it may be for many reasons, does not necessitate centralized curriculum development. The concentration of program development in departmental staffs or in small departmental committees tends to defeat the very purpose of curriculum change, namely, more widespread improvement in classroom achievement. Instructional fare, locally milled under competent hands, is probably more intellectually nutritious than any produced, packaged, and marketed from a central warehouse.

One essential for any degree of successful local participation in curriculum change is enthusiastic, skilled leadership.

Unfortunately, this basic ingredient appears largely lacking at the school division level. Annual reports of the Department of Education indicate that the overwhelming part of the local superintendents' time is devoted to problems of school management. The men appointed to these posts are primarily administrators, seldom prepared in the curriculum field. Nor are they financially encouraged to acquire advanced skills in this technical area. Examination of an unofficial list of the staff of divisional superintendents in Alberta reveals that not more than two, possibly only one, presently hold the earned doctorate degree. Equally disconcerting is the fact that the principal of the smallest high school in Los Angeles is on a more attractive salary schedule than the superintendent of the largest school division in Alberta. Personnel skilled in all phases of educational growth is available or can be made available if Alberta is willing to enter the competitive professional labor market to secure it. Apparently to date, the service is not considered to be worth the price.

Recent announcements by the provincial cabinet proclaim an intention to provide old folks' homes and paved highways in every section of the province. These investors in the future seem to weigh material comfort and convenience more heavily than intellectual advancement.

EDUCATION is more in the public eye than it has ever been. The cold war, Sputnik, a shortage of trained manpower, and a multitude of other factors have focused public attention on our schools and the product they are turning out. A barrage of criticisms, accusations, and recommendations have been leveled against all facets of our educational system. At long last, the public is awakening to the fact that education is truly the foundation for survival and is groping for ways and means to make this foundation solid and secure.

The time has never been as opportune as at the present for educators to establish effective public relations programs. In fact, it is their duty to do so. Unless educators, as a body, begin to establish adequate lines of communication between the school and the community and to give sound and forceful guidance, society is in danger of making some mighty big mistakes in its revamping of our educational system. Since public relations is the entire body of relationships that go to make up our impressions of an individual, an organization, or an idea, educators must realize they have public relations, whether they want it or not, and that it is their task to develop good public relations for their schools and for their profession.

Although good public relations starts in the classroom with the individual teacher and his students, an organized, continuing program conducted by the entire teaching body and aimed at all elements of society is necessary to insure harmony of understanding between the teaching profession and the public it serves and upon whose goodwill it depends. Without this harmony of understanding, public willingness to support our schools will diminish, and crisis after crisis will result. We must remember that society will support an educational system only to the extent of its faith in the processes of the schools and their end product.

An organized, continuing public relations program consists of several elements. We must, first of all, assess

E. J. INGRAM

public attitudes, needs, and desires, so that our program is aimed at specific objectives. A shot-gun approach may hit the target but much of the shot is wasted. Secondly, the public must be involved in educational planning. After all, the schools belong to the people who, in the long run, determine the objectives of education as well as the curricular content. Public relations involves genuine cooperation in planning and working for good schools, with the public giving as well as receiving ideas. A third and the basic element of any public relations program is effective teaching. If teachers, individually and as a group, are not performing adequately, no amount of publicity or dream building will develop good public relations. Our first task, therefore, is to make sure we are doing a satisfactory job and are continuing to grow professionally. But good teaching and effective planning may go unnoticed if adequate communications between the school and the community are not maintained.

The fourth element of a public relations program, therefore, is the development of adequate communications. Public relations becomes a two-way process, a two-way flow of ideas between the school and the community, providing the basis for mutual understanding and effective teamwork. Evaluation is the fifth element of a public relations program. Teacher interest in public relations is

Enthusiasm without planning leads nowhere.

Organize for Action

ACTION

difficult to maintain, unless some system of evaluation is devised to measure the effectiveness of the program. Measuring and evaluating change in public attitudes is difficult but must be attempted if we wish to increase teacher interest to the point where a continuous, well-organized program is made possible.

Before any public relations program directed toward an external group can succeed in provoking desired action or attitude change, it is necessary to have substantial internal group agreement about the matters under assault. In other words, an internal public relations program must precede or at least parallel an external program. An internal program must not only have as its objective the determining of joint goals or group agreement on fundamental problems, but also be designed to promote professional growth, develop a feeling of belonging, and interest teachers in professional problems. An external program should be based as far as possible on the internal program and should have as its objective the development of understanding and goodwill between the teaching profession and the publics it serves.

Local associations and school staffs should concern themselves with both aspects of public relations. Individual school staffs could organize action-research projects aimed at improving their educational offerings and promoting the professional growth of their members.

They should also analyze public attitudes, involve the public in school programs, and organize a two-way communications program to develop understanding and goodwill between the school and the community. Local associations can undertake programs similar to those suggested for school staffs, but on a broader basis. Research projects of concern to the local as a whole should be undertaken and a two-way communications system should be established with prominent community groups. It must be remembered that effective internal and external public relations programs involve all people interested in or connected with education. Local associations and school staffs must seek the cooperation of school boards, superintendents, and lay organizations, especially home and school groups.

Many local associations and school staffs fail to organize and conduct public relations programs because of lack of guidance and aid. It should be one of the obligations of the provincial association to provide information and guidance to locals and individual schools in both the internal and external aspects of their public relations activities. This can be done in a number of ways, through the public relations bulletin, *The ATA Magazine*, field services, and the ATA library. In addition to these services, the provincial association could sponsor public relations projects at the provincial

INGRAM HOLDS COURT



Public relations is mostly "sweat and tears". It's a case of get started now; tomorrow may be too late.

level. Locals could also facilitate their public relations program by electing active public relations and education committees and by providing them with terms of reference and adequate budgets. The public relations and education committees should plan their tentative programs in May or June and see that the programs are started early in the fall term. A definite monthly meeting date would also help keep the committees active.

The most important and most effective public relations activities are conducted at the school level. A school staff, working as a unit to improve the school program, maintaining communications with all facets of the community, cooperating with the school administration and their provincial association, is the key-stone of any internal or external public relations program at whatever level it is conducted. However, the sublocal, the local, and the provincial association all have a part to play. In order to establish communications and liaison between the school staff and the local association, it may be beneficial to name each school staff as an education and public relations committee of the local association.

A public relations program can be successful only if teachers see the need for such a program and if they are willing to organize and work toward long-term

goals for the improvement of education. The prime prerequisite for a good public relations program is a group of competent teachers anxious and willing to improve themselves and the education system. The group must also understand the need for cooperation between the school and the community and be willing to devote the time and energy required to open and maintain adequate lines of communications. If this prerequisite is met, the battle is almost won, and the implementation of a successful program is almost assured. Without it, a public relations program is doomed to failure.

If you are one of the strong and stalwart souls sold on the necessity of a good public relations program, your task is great. You must, first of all, instill something of your spirit into the members of your group. The greatest danger in store for you is the loss of your own zeal and enthusiasm. The road is long and rough, and you may feel at times you are losing ground, but remember the reward at the end will more than compensate for the time and energy expended.

The second prerequisite for a successful public relations program is to get started. Many good programs have been visualized but never executed. Start planning today; tomorrow may be too late.

We Talked of Many Things

INEZ K. CASTLETON

SOME 50 delegates representing the various local associations in the province attended the general course of the tenth annual Banff Conference. These teachers were joined by executive members, and representatives from the Saskatchewan Teachers' Federation, the Manitoba Teachers' Society, the University of Alberta, the Department of Education, the Alberta School Secretaries Association, the Alberta School Inspectors Association, The Alberta Federation of Home and School Associations Incorporated, and the Alberta School Trustees' Association. They were divided into four main groups, all of which spent one session in the ATA Policy and Administration section.

From a general outline, each group selected the topics it wished to discuss. In some instances new topics were added. Each group gave some attention to organization and administration within our own professional association. Proper lines of communication, the function of district representatives, the importance of having a well-informed membership, and the purpose of the Annual General Meeting were discussed. The pros and cons of the electoral ballot dealing with the proposed revision of representation at the Annual General Meeting were carefully reviewed. In this connection, it

should be noted that the Executive Council is making no recommendation in regard to the electoral ballot on AGM redistribution. The suggestion was the result of action taken by a former Annual General Meeting, and members now have a chance to express their opinion through their local association.

New 1958 policy handbooks were distributed to all delegates. W. Roy Eyres of head office has made a number of improvements in the organization of the booklet and in the adoption of a new identification code, which should greatly facilitate the use of the booklet in checking Association policy. Locals are urged to consult our official handbook for existing policy before sending in resolutions.

A number of representatives were interested in group insurance. A committee of the Executive Council headed by F. J. C. Seymour has carried on extensive investigations in this field during the past year. Although a final report is not yet ready, it is likely that the new proposal will be a combination of MSI and Blue Cross, requiring participation by 75 percent of the local membership for installation of the plan. It is expected that thereafter membership in the plan would become a condition of employment for all new staff members. This

FUTURE LEADERS



Conference groups were kept small so that people got to know each other and to exchange ideas and opinions freely.

would eliminate the necessity for continual solicitation of membership and for the continual increase in rates to compensate for the high drop-out rate under the present scheme.

Two new services available to members, the ATA Investigating Committee and the ATA Pensions Grievance Committee, were also outlined. Since the recent change in legislation providing for a probationary year, a considerable number of teachers have been dismissed by school boards which have taken advantage of this provision. The ATA Investigating Committee, on instruction by the Executive Council, will investigate abuses of this legislation, and it may investigate termination of designation of principals and vice-principals, at the discretion of the Executive Council.

The Pensions Grievance Committee has been struck in an attempt to provide teachers who are dissatisfied with an interpretation or a ruling of the Board of Administrators, Teachers' Retirement Fund with a so-called court of appeal.

Although the committee can have no authority to change a ruling of the board, it can at least investigate the teacher's claim. If, after investigation, it is not in agreement with the ruling, it may request the Executive Council to take further action on behalf of the teacher. In any case, the teacher will now have a chance to appeal for a review of his pension grievance by the Executive Council of the Association.

This year, for the first time, a session on collective bargaining was included in the ATA Policy and Administration section. The philosophy and procedures used in collective bargaining were clearly outlined. It is imperative that teachers know and understand what is meant by such terms as: bargaining agent, conciliation, conciliation commissioner, economic committee, and economic consultants. I would like to thank C. T. DeTro and H. J. M. Ross, economic consultants, and J. D. McFetridge and F. J. C. Seymour of head office, for their assistance.

The free man, if ignorant, is a dangerous man. Universal education is society's greatest contribution to the values we cherish.

Group Procedures

L. SAVITCH

ADMINISTRATORS and teachers are aware of the need for improvement of faculty meetings. They realize the potential that this device offers for having a positive effect, not only on the morale of the teaching corps, but also on the total educative process within a building. Attempts to deal with this problem frequently result in further apathy and frustration. What do theory and research suggest as guiding principles for one desiring to undertake a program of faculty meeting improvement?

Findings of theory and research

Watson¹⁰ in an early study (1927) compared the effectiveness of individual thinking with the effectiveness of group thinking. He reported: "The product of group thinking is distinctly superior to that of the average and even that of the best member of the group. In this case, it is further above the best than the best is above the average."

A study by Hare⁷ showed that a participating leadership was more effective as a leadership technique in producing change of opinion in small discussion groups of college students than a supervisory leadership.

Rogers¹⁶, Cantor³, Maier¹⁴, and Lippitt¹² all agree that, only when the focus of evaluation is in the individual, does real growth and development take place. This means that an evaluation by an expert, or one resulting from a test, does not result in growth and development within the individual. Therefore, it is implied

that a superior method for working with groups would be one in which the leader assumes a non-evaluative role and encourages the group to evaluate its own performance and to discover improved methods of working together.

Studies by Lewin⁹ and Haire⁶ show that group discussion alone or the lecture method alone result in very little change in behavior, while group decision as a component of group discussion brings about considerable change. These studies revealed that getting the individual to make a decision to change while he is a group member was much more effective in causing that change to take place, than was the lecture method or the individual conference method.

All of the above studies are in agreement that improved performance does not occur merely through reading or hearing lectures. More active participation methods are required. Perrodin¹⁵ refers to participation as a third dimension in faculty meetings, the other two being sitting and listening. However, to participate effectively requires skills and understandings, which many of us have not developed in our traditional college classes or faculty groups. This author suggests the various member roles that are required of an effective group. Benne and Sheats¹ were able to identify and analyze various member roles that could be observed in a group situation. They suggest that those interested in improving group productivity give more emphasis to the development of the many

needed membership skills. Membership does not imply a blind following. To participate successfully is a satisfying experience. Contributing successfully to the group's progress promotes a feeling of sharing the leadership function. These investigators also outline methods for training groups in the development of these membership skills.

Maier¹³ demonstrated that even unskilled leaders can achieve satisfactory solutions and a high degree of acceptance using democratic leadership methods.

more initiative. This type of leadership also seemed to promote a high degree of interdependence among the group members, accompanied by less member to member irritability.

Bradford², Haas⁵, Symonds¹⁸, Zander²⁰, and others have demonstrated the effectiveness of the use of role-playing as a group technique. It has been used effectively to do many things, such as giving information to groups, serving as a springboard to discussion and audience participation, developing insight, devel-

Savitch says—

- ✓ group thinking is superior to individual thinking
- ✓ group discussion without group decision does not produce change
- ✓ a person is more willing to work with leadership if he takes part in planning
- ✓ the wise principal helps his teachers to direct their planning
- ✓ group planning increases interest in experimentation

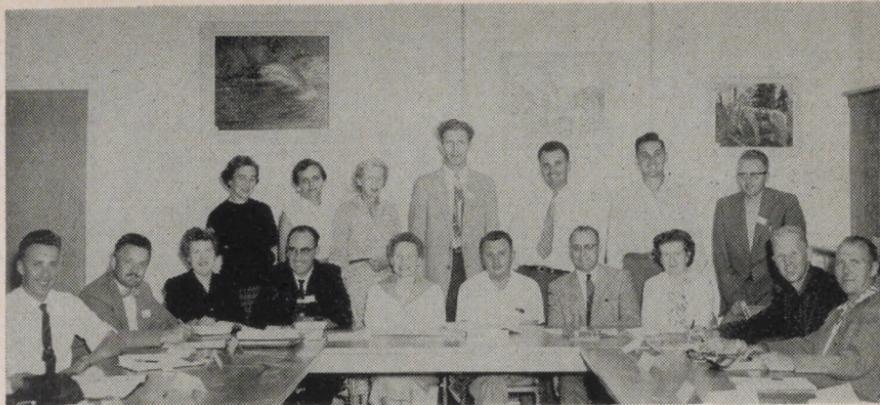
Jenkins⁸ and Lippitt¹² have demonstrated the need and effectiveness for groups to secure data concerning their problems and weaknesses and to use these data in changing or improving themselves.

Lewin, Lippitt, and White¹⁰ did a now-classic study of the effect of three types of leadership on group behavior and individual adjustment. The three leadership types were described as authoritarian, laissez-faire, and democratic. The study revealed that the democratic atmosphere produced better group morale and was more conducive to better personal and social adjustment and growth. Under the democratic leadership, the members were more willing to work, less dependent on the leader, and showed

oping understanding of other persons or groups, and creating common group experience.

Smith¹⁷ reports an action-research study to improve teacher meetings and found that many of the concepts implied in the above mentioned findings, were applicable. In a teacher survey of reasons for poor meetings, the following were reported:

- a general impression that many of the meetings were not worthwhile,
- lack of feeling of responsibility for the success of meetings by the members of the group,
- assumption of too much responsibility by the status leader,
- lack of assurance that decisions made by the group would be carried out,



Leonard Savitch, consultant in group planning, says that staff meetings can be different.

- general lack of attention to better methods of group work in the planning of meetings.

Summary

The theory and research cited seem to suggest the following principles—

- ✓ The correct and consistent application of democratic group procedures is most productive and effective.

- ✓ To get maximum commitment, one must have maximum involvement. For maximum involvement, one needs maximum participation. The more intensely a group member is involved in a given situation, the more effort he will expend in overcoming obstacles to change.

- ✓ Growth is encouraged in an atmosphere free from authoritarian control. Gordon⁴ states this principle well:

We can predict with more and more certainty that when people are faced with a non-threatening, non-evaluative and accepting situation in which they gradually learn, they can take responsibility for their own development, they gradually begin to feel secure to explore themselves which then leads to changes in self-concept. The evidence is accumulating that individual psychological growth seems to be accelerated in this kind of situation.

- ✓ The principal must see his role as one of helping his faculty group to become increasingly self-directing. Members must be involved in every phase from the planning to the decision-making

and implementation of the decision. Provision must be made for training and practice of leadership-membership skills.

- ✓ It is essential that groups employ self-evaluating techniques. For complete satisfaction of the members, it is important that they evaluate the effectiveness of their way of working together. To see that goals are satisfactorily reached, both from the view of the group and the individual, is a rewarding learning experience. Self-evaluation also makes members more sensitive to the complexity of group behavior and encourages them to develop the kinds of skills required of productive group members.

- ✓ To stabilize gains and to maintain interest, the group needs to experiment with a variety of techniques. Groups need to familiarize themselves with the appropriate periodicals and research journals and to keep informed of accumulating data relative to improving group efficiency.

Bibliography

¹Benne, Kenneth and Sheats, Paul. "Functional Roles of Group Members". *Journal of Social Issues*, 4:41-49, Spring, 1949.

²Bradford, Leland P. "The Use of Psychodrama for Group Consultants", *Sociometry*, 1:192-197, June, 1947.

(Continued on Page 34)

No teacher needs to be without answers to instructional problems if research is available.

Education

RECENTLY, an Alberta school board directed all its principals to introduce grouping. Principals and staff found themselves facing the problem of how to group: by ability (I.Q. or M.A.?), by achievement (teacher's marks or standardized tests?), or by a combination of these. The Alberta Royal Commission on Education is currently receiving briefs, many of which state that our school system "neglects fundamentals, doesn't teach pupils how to spell, has a watered-down curriculum compared to that of 25 years ago, should introduce more phonetics . . ." Teachers are frequently directly under attack. The teacher should impose more homework or less, the teacher should be more strict or less strict, the teacher should use this method rather than that.

Business and industry spend millions on research to improve their processes and products. The Department of National Defence, which spends billions of tax moneys, spends millions on research. To get answers about grouping, the status of education, how teachers should teach, and many other problems, we need to spend money on research. Although teaching is partly an art, it is also partly a science. Research extends the scientific base and provides data on which decisions can be soundly based. Surely, in Alberta, where annually some \$60,000,000 are spent on education, one-

tenth of one percent (\$60,000) is a paltry investment in educational research.

Alberta research organization

Alberta is fortunate among the Canadian provinces in that it has a small but sound research organization. Credit for this development belongs in large part to the foresight and persistence of Dr. G. M. Dunlop of the Faculty of Education. As a result of his urging, meetings were held in 1953 of representatives of the major bodies directly concerned with education: the University of Alberta, the Department of Education, the Alberta School Trustees' Association, The Alberta Federation of Home and School Associations Incorporated, and The Alberta Teachers' Association. The result was the formation of the Alberta Advisory Committee on Educational Research.

This committee initiates, promotes, finances, and publishes educational research in Alberta. It is not the function of the committee to do research but rather to make it possible for research to be done.

Some critics say that this set-up is not necessary and ask why the Department of Education cannot do the required research. The answer to this question is clear: the department could do the research, but there might be considerable political difficulty about publishing results which did not reflect credit on

Research in Alberta

S. C. T. CLARKE

the educational system. Others suggest that The Alberta Teachers' Association should do research on salaries, merit rating, methods of teaching, pensions, and all matters that affect teachers; the Alberta School Trustees' Association could do research on buildings, finances, tax-load, supervision, and the like. Again, the difficulty is that there would be a suspicion of special interest which would leave results of this division of research responsibilities open to objection. The Alberta Advisory Committee on Educational Research, representing the five bodies, can be above all such suspicions.

The committee initiates and promotes educational research by suggesting areas in urgent need of study. Thus, The Alberta Teachers' Association can suggest that there should be research done on the teacher shortage. If the committee as a whole agrees that this project stands high in priority, it recommends this as a project to the Faculty of Education Committee on Research. The advisory committee also promotes research by helping to finance it. Each of the bodies represented on the committee provides financial assistance. The

University of Alberta has provided \$2,000 a year for a five-year period beginning in 1954, and also provides space, staff, and students for doing research; the Department of Education provides annually \$500 a year (as of 1957), The Alberta Teachers' Association as an organization provides \$1,000 a year, and the Alberta School Trustees' Association as an organization, \$500. It is understood that each of these contributions may be increased. In addition, very significant sums are annually contributed by ATA local associations and by school boards. The financial help provided by the Alberta Advisory Committee on Educational Research has made possible the small but important studies which have been completed so far.

Faculty committee

The advisory committee does not do research but tries to see that research is done. The job of doing research is an individual matter, most frequently a professor and his students do the actual work. The faculty committee assists individual professors with research design, recommends certain research projects, directly supervises the publication of *The Alberta Journal of Educational Research*, and is intimately associated with the doing of research. To keep the advisory committee and the faculty committee in liaison, the faculty representatives to

the former are also members of the latter.

The advisory committee, through the faculty committee, supports research by outside groups: superintendents, principals, teachers, trustees. The typical pattern is that a project committee including some faculty members is formed.

Publication of studies

Research can give answers to many questions, about grouping, about standards, and about how to teach. These answers must be available to those making decisions if the research is to fulfil its purpose. *The Alberta Journal of Educational Research*, published quarterly since 1955, and the *Research Newsletter*, attempt to make the answers available. Every professionally-minded educator should subscribe to the journal. The annual subscription rate is comfortably low (\$3) because of the generous university arrangements for publication. Subscriptions may be secured from the director, Faculty Committee on Educational Research, Faculty of Education, University of Alberta, Edmonton.

Since its inception in 1955, the journal has published studies on a number of important educational topics. The following list is illustrative of some 80 studies reported.

- Achievement in reading in various types of Alberta schools.
- Achievement in language and spelling in Alberta schools
- Achievement in arithmetic in Alberta schools
- Why teachers quit teaching
- Individual differences in intelligence and achievement in Alberta schools
- The influence of time spent in school vans on pupil attendance and achievement

- The causes of drop-outs
- Promotion practices in Alberta schools
- Reading achievement in Edmonton schools
- A study of written compositions of Alberta pupils
- A study of the effects of retardation and promotion on underachievers
- A review of school procedures for gifted children

In addition to the journal and news letter, educational monographs are projected. The first of these will appear soon. Each monograph will be an extended study of a single topic.

Every educator's role

It is comforting to know that Alberta is making modest progress in educational research. Teachers, principals, superintendents, trustees, and other persons interested in education can be proud of the accomplishments to date. And yet all of this isn't enough. Are the research findings affecting the decisions of educators? Are there enough studies to cover the vital areas of educational problems? The answer to each question is no.

What can be done? Every educator in Alberta could consider these activities.

- Everyone might subscribe to *The Alberta Journal of Educational Research*.
- Each member of The Alberta Teachers' Association could determine the extent of his local's financial support of the advisory committee. Similarly, members of school boards could determine the board's contribution. Regular, substantial contributions are needed to support research in Alberta.
- Every educator can become research-minded. Even tiny local projects which carefully gather facts on a problem may strengthen the scientific base of education.

The Alberta Teachers' Association has voted to subscribe \$1,000 to the current account and \$500 to the capital account of the Alberta Advisory Committee on Educational Research. A portion of this grant comes from the earnings of the research trust fund, the balance from general revenue. Local associations are urged to consider making grants to assist the AACER in its endeavor to finance useful educational research.

All This and Classes Too!

HERE is an art in simultaneously teaching four classes, dashing round to the house to silence the 'phone bell, dealing with a visitor, fixing the gas stove for the school meals attendant, and remembering that Miss C. has to introduce a new wireless program to the infants in ten minutes' time. After years of practice you may acquire the art; or you may acquire ulcers, or both. I have acquired ulcers.

For such a performance to be successful, everything must be organized to the last detail and provision made for work to carry on without pause even if an unexpected caller arrives; for just such a speck of bother as this may set the machinery of a wee country school out of gear for the remainder of the day.

Typical of this state of affairs is the activity during the hour of ten to eleven.

Having taken the necessary safeguards, we invite you to visit us. (There's no need for you to use the ventilator through which I am reputed to peep on occasions when the 'phone calls me to the house next door.) Please to come right in, and sit down quietly and unobtrusively or these shy, country children may curl up in their shells and refuse to act in the play we've arranged for you.

Classes VII and V are doing arithmetic; they've also been allotted their English and have the next history lesson to look over; they may also have reading and spelling to prepare and each one knows how to utilize the class library, so there's no need to worry about idleness.

Class VI, out on the floor, is doing reading with me. Class IV is next door, at the moment, with Miss C. Gordon has just read his piece perfectly. I ask the name of the bird he has been reading about and he stares at me blankly, fidgets from one foot to the other and glances appealing at the toes of his boots; the toes curl up wickedly while twelve arms wave and snap around us like trees in a storm—there are only nine in the class but some use both arms to attract attention. I brush aside Patsie who has been leaning against my knee, almost banging me on the nose, and adjust Gordon's book so that he can see it.

"Snowy Owl", he hazards brightly.

"'T'sno'", Flora interjects indignantly, "'T's a woodpigeon."

"And what is a wood pigeon, Gordon?"

"A bird that eats wood", replies Flora with an answer supplied by her big sister who knows me through being at my adult education classes.

There is some hilarity in the classroom. But I give them thirty seconds only to get over it, for experience has taught me that Class VI, with the exception of Gordon, who reads like a parrot, has not prepared its reading and is trying to pull wool over my eyes. I waste no more time with them now but decree that they shall do the last two sums of their test at home and, meantime, sit down, go over their reading, look up meanings and be ready for me first thing after dinner.

Class V takes out readers while I mark Class VII sums and George begins read-

ing. Five minutes later VII is correcting mistakes, VI is pretending to work, and Class V are sailing through their reading as though nothing would stop them.

"Please, sir", comes an agitated voice from Class VII, "Fit do ye dae wi' a sum that winna gaeng richt?" Alec knows that I've shared a joke with his big brother and feels that he can dispense with the rule which forbids interruptions when others are busy. He considers himself a bit of a worthy.

I answer in kind: "Take it through to the dining room where there will be no Andrew MacIntosh to poke. Through there you'll find the sum will behave perfectly well."

"Please, sir", says Alec—he probably didn't hear a word I said—"Somebody at the door."

I have heard quite well and now, for three precious minutes, a member of the Women's Guild expresses quite unnecessary thanks for the return of a pair of gloves left behind at the meeting in the school last night. Fortunately, her speech is cut short by a bell clamoring and I rush off to answer the 'phone. Returning, I march straight to Alec's desk and he, knowing very well what the game is, tells me that he did, "'at one, 'at one and 'at one" in my absence. I know better, but time flies and I let it pass, rapping out another order just to let them see that I have not become soft: "Your sums ready for correction, Class VI."

But my mail arrives just then so I sort out the official from the others, ready for playtime when I'll see if anything has to have a reply by the one o'clock post; then I notice Dick stretching to see the clock and realize that it's milk time.

We have 15 minutes break and I have just sat down in the house and poured out a cup of tea when the 'phone rings again. A colleague, who has more time than sense, wants to know if the painters have finished with me as they had promised to be with him today to paint a new door he had put on; and that reminds me that I'll have to check up

on what the painters are doing. I find them slapping fresh paint on to my windows without having burned off the old; and that will mean another 'phone call to the clerk of works. Why can't people abide by a bargain?

Then the school meals driver is at the door to say that he'll be bringing fresh margarine for our emergency rations tomorrow, can he have the old? Certainly he can have the old, and he may as well have my cup of tea too because it's now time for us to go back into school.

All three classes have their books ready for spelling, for they know the routine and three people in succession remind me of the page and the lesson. It's quite simple, really, to give out three lots of spellings at once and, about five minutes later, they've all been allotted their spellings for tomorrow and as three people collect books, I glance over the new list with the classes, pointing out any peculiarities or rules that may occur. It takes ten minutes to mark the books and, meantime, the pupils look up meanings and learn their work for the morrow. If they have finished before I'm ready for them, there's the next lesson in writing for them to copy from the board for practice.

But the hour is almost up.

Classes VI and VII carry on with English, then finish compositions or drawings. George goes next door for Class IV while Mary gives out history books, and we're all set for the next hour.

By way of contrast I go now to the last hour—the twilight hour we might call it, for the surrounding trees make the school dark and with a north wind spattering rain against the windows and lowering clouds bringing early night, the lamps have been lit. The day's work has been mostly accomplished and they're thinking of home. It's poetry time now, but tomorrow it might be library period or Bible. They like this last hour and, as I read, Billie comes silently out to turn down a smoking lamp; at the same time I motion towards the drinking straws that are still on the table. Billie slaps himself and screws up his

face; it's his responsibility to take out and put away the straws daily, and daily he forgets all about it.

But it's a dirty night and at half-past three I decide to stop and let the walkers go. On the order "Pack up!" jotters and exercise books are passed to the front, half a dozen people take them away, Alec cleans the board, Billie checks on any rubbish dropped about the seats, Sheila takes in the rulers. George sees to the windows, I have a final inspection for tidiness of desks, then the walkers are off.

Now we are nine; since the early leavers have agreed to do their English at home, those who are left are free to do their homework, do handwork, or use the class library. How quiet they are! Deprived of the security of numbers they work away industriously, seemingly aware that misdeemeanor will be easily detected, and I take the opportunity of going over compositions with Class VII. Now, when we speak, we speak softly, and we can hear perfectly; a difficulty arises, a pupil comes out; I explain leisurely, and he has time to grasp it.

This is a happy half-hour. There is no struggle to keep up with the time-

table, no effort to keep everyone busy, no conscious exercise of discipline; all are interested in what they are doing and I'm there to help. This is what teaching should be like.

For the last ten minutes we go through to the infant room and have a sing-song. As often as possible I like to drop in on them and have a look at what they are doing even if, as today, we only sing three songs together. The 23 sing as lustily as 40, almost convincing me that they have more vitality and are better behaved than the departed walkers.

Four o'clock catches us unaware in mid-verse; then they're in the dark lobbies, jostling for coats, and out there I find Mrs. Mack, the cleaner, buttoning up wee Hughie's helmet as she glares at two good blue coats left hanging and grumbles at today's irresponsible child. I pacify her by saying that I'll have a walk to the bus stop to check up.

The last two girls crunch round the corner on the gravel, coats buttoned up, bags under arms, scarves about heads that are bent to the wind. Then they are gone. The hour and the day are over.

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EDUCATIONAL PUBLICATIONS GROUP



Lister Sinclair and his group pose for our camera at the ATA Banff Conference



Ex Disciplini Docti

W. J. COUSINS

THE calendar of the University of Alberta for 1957-58 showed a new name in its list of affiliated colleges—Lethbridge Junior College. In spite of the fact that the college seemed to burst full-grown from the head of Zeus, as it were, it was really the result of years of work and planning.

The junior college movement has grown to great proportions in the United States in the last few years, so much so in fact that all schools that are not public schools or universities are now lumped together as junior or community colleges. The two main streams are the private and church schools, and the publicly operated community colleges. The latter are growing by leaps and bounds, and it was this type of college that impinged itself upon the consciousness of certain Lethbridge citizens on a visit to the United States a few years ago.

The Lethbridge story

There were few, if any, actual junior colleges of the public type in Canada, although there were over 30 junior colleges (mostly church schools) in the country. Regina College and the University of Alberta in Calgary were, technically, junior colleges but not locally operated. Hence there was no model for a proposed community college in Lethbridge when Mr. G. C. Paterson and Mrs. C. B. Andrews and interested

educators in the district began serious explorations.

Mr. S. V. Martorana, a specialist in junior colleges, was called in to survey the area. He concluded that the Lethbridge district could support a community college.

There were two obvious difficulties. Most colleges offered a two-year course on a four-year degree program. Alberta's Grade XII would be the first year of that program, leaving the junior college as a one-year college with two years to be completed elsewhere. The main objection was that there would not be sufficient scope to hire teachers on a full college basis because only specialists were acceptable to the University of Alberta. Hence, a tie-up with the high school was necessary and this would complicate timetabling in both institutions.

The other difficulty was that a second main function of junior colleges is terminal vocational education, both commercial and technical. Alberta is well served by the Provincial Institute of Technology and Art to which the apprenticeship system in the province is keyed. If this institution moves up to a position to train technicians instead of mechanics (as it seems to be doing), it will become a Cal. Tech. or M.I.T., and junior colleges may then handle the lowlier function.

The officials of Lethbridge School



District, particularly Mr. L. H. Bussard, wrote and visited colleges in Canada and the United States over a period of several years, until the University of Alberta, through President Andrew Stewart, Dr. W. H. Johns, and Dr. H. T. Coutts, the Department of Education through the Hon. A. O. Aalborg and Dr. W. H. Swift, and members of nine school divisions and districts met to set the financial structure of the college. In 1957, teachers acceptable to the university (usually with master's degrees in their field of specialization plus a teaching certificate) were hired and proportional times were allotted between high school and college. An agreement was made with the Lethbridge School District to supply space for five years, which it

did in a new wing of the Lethbridge Collegiate Institute. Library lists were sent out by each university department and the books were ordered. Laboratory supplies were ordered and installed under the guidance of the university specialists. Office space was made available and a dean was appointed.

A program of recruitment followed. Superintendents L. H. Bussard and L. H. Blackbourne of the Lethbridge Public School District and Robert Kimmitt of the Lethbridge Separate School District scoured the country with the new dean, pointing out the advantages of an education near home. The university courses were offered in the first year of Arts and Science, including pre-medical and pre-dental, and the Standard E and

Standard S programs in education. A special course was offered for medical-dental secretaries and shop courses in automotives, electricity, metalwork, and woodwork in conjunction with the high school classes.

The beginning

The results of the campaign were 25 full-time and 4 part-time university students. Eight medical-dental girls and one automotives boy showed up in the terminal courses — and the ship was launched. The first publicly operated junior college in the west (if not in all Canada) was in operation.¹ The university professors must have looked askance at the puny effort but very soon were giving every assistance possible to the new faculty. Arrangements were made for conferences, for setting and marking papers, and for promotion of students.

Some appreciation of the newness of the idea may be gained from the varying methods of paper marking. This ran through the whole gamut of papers marked by the university: in conjunction with university markers, completely college faculty but checked by the university, and completely by the faculty with no check by the university. Registration practice also varied during the year until the Junior College Committee of the University of Alberta declared Lethbridge to be autonomous, capable of its own registration.

The year was a constant challenge from registration, through the grand opening by Chancellor E. P. Scarlett of the University of Alberta, to the excitement of the final examinations and their marking. For example, the question of Saturday morning classes was a vexing one. It was impossible to work a schedule without Saturday classes, but this meant adding a day a week to the work of some teachers. All instructors were high

school teachers for ten months and did not appreciate the added load. It was noted that teachers who had no classes on, say, Monday afternoon, would always be in the office at that time, but no teacher not scheduled for Saturday ever turned up on a Saturday.

Neither flesh nor fowl nor good red herring

Another problem was that, until enabling legislation was passed, there was no coverage by the Teachers' Retirement Fund for the college faculty. An order-council helped, by declaring that all salary earned by those teaching in the high school would apply on pensions. Salary negotiations were a little involved and caused some feeling but finally the schedule of the Lethbridge City Local of the Association was used, with some modification.

For a time it seemed that the faculty was neither flesh nor fowl nor good red herring, but *The Junior College Act* passed early in 1958 made the staff teachers again.

The students who put their faith in the new college—the members of the Guinea Pig Club—were the most delightful class that any teachers ever worked with. They accepted the Miss and the Mr. as their right and acted accordingly. There was simply no discipline problem in the classroom — the instructors received the close attention they would expect from graduate students. Extra classes were held by many instructors, especially in the mathematics and science fields, and the results at the end of the year were gratifying.

Closer contact with students was the only advantage claimed for the college. The fact that all instructors were experienced teachers was not dwelt upon but the effect was noticeable in the planning that went into their year's work.

And now, the future

Lethbridge is now seeking a site and perhaps will be planning a building not too far in the future. This situation is being brought about by a sudden surge

¹Victoria College in British Columbia had a somewhat similar scheme at one time but it was more a three-way arrangement of department, university, and city, with the last-mentioned managing the financial arrangements.

into the city high schools, especially in Grade XII, coupled with the increase in college enrolment. The second term showed an increase of 116 percent in university transfer courses with a decline in terminal courses. The total enrolment is now 62, compared to last year's 37, in all classes. To this must be added about 45 teachers and nurses who are taking late afternoon and evening classes in English, zoology, and chemistry. Much of the increased registration, it must be acknowledged, is due to the support given by the principals of all the schools in the area.

The adult education program is a very large part of the college effort. Availing themselves of the facilities of the Lethbridge Collegiate Institute, the college authorities last year gave courses to

more than 600 people. These courses ranged from a full Grade XII program—shop (metal, wood, electricity, and automotive), household economics, and commercial courses—to cultural courses in law, music, and modern languages given by the Department of Extension of the University of Alberta.

There is a feeling of optimism about the future, for the people of Southern Alberta have accepted the new school wholeheartedly. The way is now open to other community colleges. The dean of the Lethbridge Junior College is eagerly awaiting the day when he will have other shoulders to cry on, when the community college is integrated into the provincial education system so that the privilege of higher education will be denied to none.

Executive Council By-Elections, 1958

The following is a list of nominations of candidates for election to the Executive Council to complete the unexpired term of the district representative for Northwestern Alberta constituency.

Candidate	Nominated by
Dane, Kenneth Lee Sexsmith	Grande Prairie
Giles, Thomas Edward Peace River	Peace River
Guertin, Earl Joseph Lacombe Fairview	Fairview and High Prairie
Knox, Stewart Charles Wanham	Spirit River

I Was One of Fifty

EVA JAGOE

THE summer of 1958 was for me the most interesting and stimulating summer I have ever experienced—all because of the Shell Merit Fellowship program.

Three years ago, the Shell Companies Foundation initiated a series of summer programs for science and mathematics teachers, hoping thereby to arouse in the students of these teachers an increased interest in science and mathematics. Dr. Paul DeH. Hurd of the school of education at Stanford University was responsible for planning and putting into operation the first of these summer sessions, and he continues to direct the program at Stanford. Dr. Hurd is an energetic man with a broad knowledge of the whole area of mathematics and science and who, with 20 years of high school science teaching behind him, has a great desire to see good high school teachers recognized and rewarded.

In 1956, 30 teachers gathered at each of Cornell University and Stanford University to study new developments in chemistry, physics, and mathematics, to listen to eminent lecturers, and to visit research projects in the vicinity of the universities. In 1957, there were 45 teachers at each centre, and in 1958, 50. Of the 100 teachers who received Shell Merit Fellowships in 1958, 10 were Canadians whose fellowships were provided by a special fund of Shell Oil of Canada. Those of us at Stanford considered ourselves highly privileged. In the first place, the Shell Fellowship is the most valuable available to teachers at the present time, providing approximately \$600 a month over the eight weeks. It pays tuition, board and lodging, a limited travel allowance, and a limited book allowance, together with a \$500 stipend.

In the second place, we were given excellent academic courses and a series of lectures by leading scientists and mathematicians, plus field trips to such research centres as Shell Development at Emeryville (the only Shell plant we saw), the High Energy Physics Laboratory on the Stanford campus, the University of California Radiation Laboratory at Berkeley, the Ames Aeronautical Laboratory, and the IBM Research Laboratory at San Jose.

Much of what we saw and learned is not directly applicable to the classroom but indirectly all of it is. I was not given subject matter to learn for the purpose of turning around and teaching that same material to my students, but rather to refresh me and provide me with a better background when I face my classes. One of the greatest thrills came from attending classes with teachers of similar academic and professional preparation to my own, from discovering how similar our problems are, from finding out what wonderful people they are! Our special speakers did provide us with a great deal of information to pass on to our students regarding the opportunities available to science and mathematics graduates.

The Shell Companies Foundation has been persuaded to continue the merit program for another three years, and applications should be completed as soon as possible. As the number of applications received last year was very large, January 1, 1959 has been set as the deadline for those to be considered for the summer of 1959. I would recommend the experience to any teacher of mathematics or physics or chemistry as the privilege of a lifetime.

Conferences and Conventions

THE PRESIDENT'S COLUMN



The Canadian Teachers' Federation met this year at Niagara Falls, Ontario. R. F. Staples, A. D. G. Yates, the general secretary, W. R. Eyres, and I represented The Alberta Teachers' Association. Our Association is entitled to send four delegates at CTF expense.

Canadian College of Teachers

The Canadian College of Teachers met on the two days preceding the CTF conference, and Mr. Yates and I attended the business meetings as observers. Although there was considerable discussion of the constitution, no amendments were accepted. The conditions of membership and the procedure in accepting members will be reviewed at the annual meeting in 1959. For the ensuing year the council has appointed a special committee to review all membership applications and will consult with provincial associations before submitting any names to the council for approval.

Canadian Teachers' Federation

The following items of the CTF conference are of general interest.

✓ The CTF's Education Finance Committee reported on the brief it had presented to the federal government. It was agreed that the CTF should not be committed to any specific plan such as an equalization grant or a flat grant.

✓ A motion to rescind the amendment presented in 1957 with respect to second and third vice-presidents was defeated. Accordingly, three vice-presidents were elected this year.

✓ The resolutions passed by the Canadian Conference on Education were approved in principle.

✓ A motion was passed raising the annual per capita fee from \$1 to \$1.25.

One evening session was devoted to informal discussion of future activities of the Canadian Teachers' Federation. Several past presidents presented their opinions. Each provincial affiliate will have an opportunity to make further suggestions during the year. A final report will be presented at the next annual meeting in Halifax with the hope that some more definite plan of future activities may be agreed upon and put into operation.

Canadian Education Association

This conference was held in Victoria, British Columbia. There were some 400 delegates in attendance representing departments of education, teacher training institutions, trustees, superintendents, and teachers' associations. The president, Dr. H. L. Campbell, recently retired deputy minister of education for British Columbia and now chief administrative officer of National Defence schools in

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Europe, pointed out in his report that, with the exception of Switzerland, Canada is the only country without a national office of education. The Canadian Education Association attempts to perform the same functions in Canada. Some of its activities during the past year were: sponsoring a three-week short course for school inspectors and superintendents; setting up a research office in education with Dr. C. P. Collins as research officer; participation in the Canadian Conference on Education and in the Canadian National Commission for UNESCO; and sending of a representative to the International Conference on Public Education in Geneva, Switzerland.

There were two panels, one on the Canadian Conference on Education and the other on research. Dr. G. M. Dunlop, a member of the research panel, outlined

the organization and work of the Alberta Advisory Committee on Educational Research. *The Alberta Journal of Educational Research*, issued quarterly by the Alberta research organization, is the only research journal in Canada published regularly. Dr. Dunlop recommended the formation of a national educational research council modelled after the Alberta plan.

Two panels in sectional meetings were of particular interest to teacher representatives: teacher recruitment for secondary schools, and teacher education personnel. Dr. H. T. Coutts, dean of the Faculty of Education of the University of Alberta, speaking as a member of the latter panel, advocated giving teacher organizations a measure of control and responsibility in certification of teachers.

TEACHERS IN THE NEWS



GENE MORISON

Margaret Gene MacGregor Morison was elected president of the Canadian Teachers' Federation at the organization's thirty-seventh annual meeting held in Niagara Falls in August.

A native of Nova Scotia and a graduate of Dalhousie University (M.A. in History), she is presently teaching at Queen Elizabeth High School in Halifax and previously taught in two other city schools and at Halifax Ladies College.

Miss Morison was president of the Nova Scotia Teachers' Union from 1956 to 1958. She has been a delegate to the Canadian Teachers' Federation for four years and was director in 1956-57. She also serves as secretary of the Nova Scotia Joint Committee on Teacher Recruitment, member of the Nova Scotia Advisory Council on Teacher Education, and member on the Council of the Canadian College of Teachers. Miss Morison is also active in the University Women's Club, the Canadian Institute of International Affairs, and the Nova Scotia Historical Society.

THE ATA NEWSBEAT

Fall conventions

A. J. Shandro and E. J. Ingram represented the Association at the Bonnyville-St. Paul Convention in Bonnyville on October 6 and 7.

The First Edmonton District Convention, held in Edmonton on October 9 and 10, was attended by H. C. McCall and W. Roy Eyres as Association representatives.

T. F. Rieger and F. J. C. Seymour represented the Association at the Southwestern Alberta Convention, October 9 and 10, at Lethbridge.

Association representatives at the Second Edmonton District Convention, held at The Macdonald on October 14 and 15, were H. C. McCall, A. J. Shandro, R. F. Staples, and F. J. C. Seymour.

H. C. McCall and F. J. C. Seymour represented the Association at the Third Edmonton District Convention, held at The Macdonald on October 16 and 17.

Executive meetings

The regular September meeting was held on September 26, 27, and 28. A special meeting was held on October 3.

Sub-examiners' pay

F. J. C. Seymour and J. D. McFetridge were appointed by the Executive Council to interview the Minister of Education regarding increases in pay for sub-examiners. A meeting with the Minister was held on Friday morning, October 17. A brief, outlining the requests for increases in pay and subsistence allowances, was presented and discussed. The Minister gave the Association's representatives a courteous and attentive hearing and indicated that he would take the matter up with the government. It is expected that a meeting will be arranged late next month to discuss the matter further.

Group Procedures

(Continued from Page 19)

³Cantor, N. **The Dynamics of Learning**. Buffalo: Foster and Stewart, 1946.

⁴Gordon, Thomas. "What is Gained by Group Participation", **Educational Leadership**, pp. 220-226, January, 1950.

⁵Haas, Robert B. (ed.). **Psychodrama and Sociodrama in American Education**. New York: Beacon House, 1949.

⁶Haire, M. "Some Problems of Industrial Training". **Journal of Social Issues**, 4:41-47, 1948.

⁷Hare, A. Paul. "Small Group Discussions with Participatory and Supervisory Leadership", **Journal of Abnormal and Social Psychology**, 48:273-275, 1953.

⁸Jenkins, David. "Feedback and Group Self-Evaluation", **Journal of Social Issues**, 4:50-60, Spring, 1948.

⁹Lewin, Kurt. "Group Decision and Social Change", in T. M. Newcomb and E. L. Hartley **Reading in Social Psychology**, New York: Holt, 1947.

¹⁰Lewin, Kurt; Lippitt, Ronald and White, Ralph K. "Patterns of Aggressive Behavior in Experimentally Created 'Social Climates'", **Journal of Social Psychology**, 10:271-299, 1939.

¹¹Lippitt, Ronald. "An Experimental Study of the Effect of Democratic and Authoritarian Atmosphere", **Studies of Child Welfare**, University of Iowa, 16:43-195, 1940.

¹²_____. "Group Self-Analysis of Productivity in the Work Conference", **Adult Education Bulletin**, 12:74-79, February, 1948.

¹³Maier, N.R.F. "The Quality of Group Decisions

as Influenced by the Discussion Leader", **Human Relations**, 3:155-174, 1950.

¹⁴Maier, N. R. F. **Principles of Human Relations**. New York: Wiley, 1952.

¹⁵Perrodin, Alex F. "Participation Adds a Third Dimension to Teachers' Meetings", **NEA Journal**, pp. 490-491, November, 1954.

¹⁶Rogers, Carl R. **Client-Centered Therapy**. Boston: Houghton Mifflin, 1951.

¹⁷Smith, Mary Neel. "Action Research to Improve Teachers' Planning Meetings", **School Review**, pp. 142-150, March, 1952.

¹⁸Symonds, Percival M. "Role-Playing as a Diagnostic Procedure in the Selection of Leaders", **Sociometry** 1:43-50, March, 1947.

¹⁹Watson, Goodwin B. "Do Groups Think More Efficiently than Individuals?", **Journal of Abnormal and Social Psychology**, 23:328-336, July, 1928.

²⁰Zander, Alvin F. "Role Playing: A Technique for Training the Necessary Dominating Leader", **Sociometry**, 1:225-235, June, 1947.

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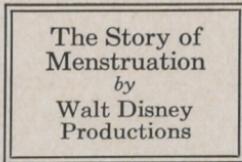
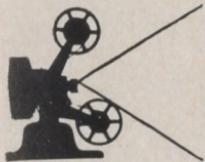
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THE MAILBAG

To the Editor—

I wish to draw to the attention of teachers who attended the Summer Session recently concluded at the University of Alberta that a number of unbound copies of education journals are missing from the Education Library. These magazines are difficult, if not impossible, to replace and unless a set is complete they cannot be bound. It would be very much appreciated if all those who used the Education Library during the sum-

mer would search through their books and papers and mail back any copies of Education Library magazines they may have inadvertently removed. The address is: Education Library, University of Alberta, Edmonton. Thank you for assisting us.

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NEWS FROM OUR LOCALS

Pawliuk heads Andrew teachers

Harry P. Pawliuk, junior high school teacher, was elected president of the Andrew Sublocal at the reorganization meeting held recently. Other officers elected are: Mrs. G. Pesaruk, vice-president; George Hackman, secretary-treasurer; N. A. Melnyk, press correspondent; Mrs. H. Tymchuk, librarian; Alex Hushlak, member of nominating committee; P. W. Huculak, member of resolutions committee; and Pauline Melnyk, Mrs. A. G. Palamarek, Joyce Scraba, and Mr. Hackman, social committee. Mr. Melnyk, secretary of the First Edmonton District Convention, outlined briefly the convention program.

New teachers introduced

New teachers were introduced and welcomed at the September 18 meeting of the Beaverlodge-Elmworth-Wembley Sublocal held at Elmworth. Officers elected were: Stewart Little, president; Gloria Cavanagh, secretary-treasurer; Phyllis Larsen, local councillor; and Ferne Finch, press correspondent. Rita Dalgleish, Patsy Martin, and Amy Pandachuk were elected to the program committee. A report on MSI coverage, emphasizing the need for a higher percentage of membership, was made by Roy Gouchey.

Camrose South elects officers

New officers of the Camrose South Sublocal, elected at the meeting held on September 29 in Bashaw, are: Frank Featherstone, president; Craig Erickson, vice-president; Melvin Stromberg, secretary-treasurer; Eldon Olstad and Wayne Deardoff, policy committee members; Peter Gill, bonspiel chairman; D. L. Bennett, AGM convener, Chester Saby, sports coordinator; George Browne, music coordinator; and Carol Tschirren, press correspondent.

First meeting at Buck Lake

Twenty members attended the first meeting of the Buck Lake Sublocal held on September 22 at Minnehik School, at which N. Ross was elected as president. Other officers are: I. Jenkins of Winfield, vice-president; Mrs. E. Fullerton, Buck Lake, secretary-treasurer, and Ida Wegelein of Winfield, press correspondent. Retiring officers received a vote of thanks from the meeting.

Clive-Satinwood elections

Don Bright was re-elected as president at the first meeting of the Clive-Satinwood Sublocal held on September 18. Other officers are: Charlie Clark, vice-president; Elsie Lentz, secretary-treasurer; Mrs. K. Stearns, councillor; B. Davis, salary policy committee member; and Mrs. M. Jones, press correspondent. Mr. Clark is also sports representative. The members drew up a complete program for the year and will meet on the third Wednesday of each month.

Drumheller elects officers

The sublocal's new executive was elected at the first meeting on September 17. President is M. Coughlin, vice-president, J. Fitzpatrick, and Mildred Branum, secretary-treasurer. Public relations chairman is Mrs. Thelma Roblick, and W. Eno and T. H. Hanson are program conveners.

Dickson-Markerville meetings

Sublocal officers for the new term were elected at a supper meeting on September 17 at the home of Mr. and Mrs. W. J. Mewha. I. H. Hastings of Red Deer spoke to the group regarding the survey in arithmetic to be conducted throughout the Red Deer School Division. The first tests were administered the week of September 15 and mid-term and final tests will also be held.

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ADDRESS

Highlight of the October 2 meeting was a tour of the Pine Hills Hutterite Colony with two young girls of the sect as guides. Following the tour all members enjoyed a chicken supper at the home of Mr. and Mrs. Dick Hodgkinson, teachers at the colony. Mrs. Kay Johnson was elected to stand on the salary negotiation committee. Members decided to select as their study project the language curriculum for Grades I to X.

New executive at Edgerton

The following new executive was elected at the first meeting of the Edgerton sublocal on September 11: J. Ronjom, president; Mrs. E. Lehr, vice-president; R. Stone, secretary-treasurer; and D. Herman, press correspondent. Berneice Josvanger was chosen as representative to the Wainwright Local. Members discussed ways of raising money to purchase a movie projector which would become the permanent property of the school.

Election results at Hairy Hill

Mrs. Lena Podealuk was elected president for 1958-59 at the sublocal's organizational meeting. Vice-president is Norman Kereliuk; secretary-treasurer, Mrs. Shirley Ewanchuk; press correspondent, William Grasiuk; and councillor, Con Lutic. The group discussed the possibility of meeting with other sublocals, as well as the topics of group insurance, a teacher-board grievance committee, and newsletters.

Hawreliak elected at Holden

Michael Hawreliak was elected as president of the Holden Sublocal at the first meeting of the group on September 22. Other members of the executive include: G. R. Mealing, vice-president; Mrs. Pearl Allan, secretary-treasurer; Victor Laskosky, press correspondent; Ethel Brown, lunch convener; Earl Hardy, local representative; Russell Slywka, sports director; Mrs. Grace Appleby, Mrs. H. S. Beveridge, Mrs. Audrey Giebelhaus, and Wilbur Micklich, social committee; and Lorraine Zwierschke and Ralph Gorrie,

sick committee. A committee was also appointed to investigate and report on a method for organizing a project for the improvement of English for Grades VII to XII.

Sublocal meets at new high school

The first meeting of the Leslieville-Alhambra-Condor Sublocal was held on September 11 in the David Thompson High School on Highway 11. V. King of Condor was elected as president. He will be assisted by M. Sharp, vice-president; J. Lindberg, secretary-treasurer; Mrs. L. Westergard, councillor; and W. C. Davidson, press correspondent.

Lesser Slave Lake organizes

Twenty teachers attended the organization meeting of the sublocal held in the Kinuso School on October 3. The slate of officers elected includes: T. Wenc, president; Miss G. Meunzer, vice-president; Mrs. Edna M. Kiselczuk, secretary-treasurer; Mena Boehni, track representative; and G. H. Clossey, press correspondent. Members of the program committee are: Mrs. C. Bannister, Mrs. Sally Rice, Mrs. Arlene Tanasiuk, and Mr. Clossey. Regular meetings are held on the third Friday of each month.

New officers at Lindsay Thurber

The slate of officers for the current school year was elected when the Lindsay Thurber Composite High School Sublocal held its first meeting on September 17. The new officials are: C. Flanagan, president; R. Albrecht, first vice-president; H. Konschu, second vice-president; K. Daneliuk, secretary-treasurer; C. H. Campbell and L. Pollock, program conveners; R. P. Heard, public relations member; A. Evans, councillor; and C. Merta and E. Bruder, economic committee members. Mrs. Irene Rowat is continuing as 4-F fund secretary, and Mrs. M. L. Glabais and Anne Kerneleguen as lunch conveners. A staff ballot will decide the year's programs, for which topics were suggested by Mr. Campbell and Mr. Pollock. The outgoing president,



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C. Rhodes, thanked the members and executive for the assistance he had received during his term of office.

First meeting at Mannville-Minburn

President R. Forsyth chaired the first meeting of the school year of the Mannville-Minburn Sublocal on September 30. Various resolutions were prepared for presentation at the fall convention. It was decided to award a \$25 scholarship to the Grade IX student with the highest honour standing within the area of the sublocal. The meeting went on record in commending H. A. Doherty's presentation of a brief to the Cameron Royal Commission on Education.

Ponoka Local awards scholarships

Scholarships in the amount of \$75, awarded annually by the local to a boy and girl in the County of Ponoka enrolled in the two-year education course at the University of Alberta, were won by George Krieger of Bluffton and Jean Hansen of Rimbev. The awards are henceforth to be called bursaries. A grant of \$75 for educational research was approved. The local also elected a new executive at its meeting on October 1. President is R. Stuart, who will be assisted by G. Matthias, vice-president; Mrs. Ruth James, secretary-treasurer; H. Larson and H. Kolesar, councillors; Mrs. M. Arnold and N. Taylor, convention committee members; Mrs. F. Sutton, Mrs. S. Clark, G. Dahms, and C. Jevne, economic committee members; and Mrs. Glennie Stuart, press reporter.

Stony Plain-Spruce Grove holds first business meeting

The sublocal's first regular meeting was held in the Stony Plain Memorial High School on September 16. It was decided to follow the same system of rotation as last year for future meetings, that is, Stony Plain, Spruce Grove, and Winterburn, and to meet on the third Tuesday of each month. Principals of the three schools in the sublocal area were asked to check the June examination results to determine the winners of

the sublocal's \$10 scholarships to Grade IX students with top "A" standing. The members elected W. Willing as president for the 1958-59 school year. G. Carmichael was elected as vice-president; L. Reynolds as secretary-treasurer; and Miss B. Barker, as press correspondent. A. Stecyk and Mr. Carmichael were elected as local representatives.

Hastings elected at Red Deer Rural

I. H. Hastings was elected as president of the Red Deer Rural Sublocal at its first regular meeting on September 17. Also on the new executive are: Mrs. M. Creelman, vice-president; Miss A. Miller, secretary-treasurer; R. Guntrip, program convener; Mrs. M. Frizzell, social convener; Mrs. A. Salter, local representative; and Mrs. R. Shepetys, press correspondent.

Officers elected for Vauxhall

Isaac Klassen is the new president of the Vauxhall Sublocal. He will be assisted by Mary Endo, vice-president; Melba Birck, secretary-treasurer; and Jane Maruyama, press correspondent. Elections were held at the sublocal's first regular meeting on September 15 in Enchant.

Vilna-Bellis-Spedden holds organization meeting

The sublocal's organization meeting was held on October 2 and resulted in the election of J. F. Shysh as president; with H. Ostapiw, vice-president; Mrs. N. Kureluk, secretary-treasurer; S. Pacholek, councillor; and N. Lobay, press correspondent. Sublocal members voted to hold a festival later in the school year. Mr. Pacholek commented on the spring track meet, and W. Necyk gave the members information on salary negotiations.

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	<u>\$16,519,331.10</u>	<u>\$ 5,110,737.00</u>	<u>30.94</u>
1956 Divisions and Counties	\$ 6,667,464.00	\$ 2,638,139.20	39.57
Districts	12,145,810.00	4,558,374.90	37.53
	<u>\$18,813,274.00</u>	<u>\$ 7,176,514.10</u>	<u>38.15</u>
1957 Divisions and Counties	\$14,266,079.00	\$ 6,314,564.20	44.26
Districts	16,310,336.00	6,561,971.00	40.23
	<u>\$30,576,415.00</u>	<u>\$12,876,535.20</u>	<u>42.11</u>
Totals	\$65,909,020.10	\$25,163,786.30	38.18

Note: For grant purposes the number of classrooms completed during 1957 was as follows:

Divisions and Counties	993
Districts	973
	<u>1,966</u>

Average cost per classroom for all projects	\$15,552.60
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*This information was supplied from the office of the Minister of Education and covers costs for all projects completed during 1955, 1956, and 1957.

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Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

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Q & A

OUR READERS WRITE

◆ Is the pro rata allowance for teacher education calculated on the difference between minimums or on the difference between corresponding steps?

The clause of the agreement describing the application of the pro rata clause is the determining factor. However, many agreements do not specify how the pro rata allowance shall be computed. Current practice in most cases appears to be to base the calculation on the difference at minimum.

◆ Do substitute teachers pay ATA fees?

If a teacher substitutes for ten or more teaching days in a month, ATA membership fees must be deducted from salary by the employing school board.

◆ Where can I get information on some of the recent studies done on class load?

Write to the editor, *The Alberta Journal of Educational Research*, Faculty of Education, University of Alberta, Edmonton.

◆ I began teaching this fall and was told by my superintendent that I was on probation. What does this mean?

This means that the board will decide by June 15 of next year whether you will be retained as a regular teacher. If the school board does not wish to retain your services, your contract may be terminated and, as a probationary teacher, you may not appeal for a hearing before the Board of Reference.

◆ Our local is interested in organizing an educational research committee. Where can we get any information?

Write to E. J. Ingram, executive assistant, at head office of the Association.

◆ I have returned to teaching after an absence of 11 years. Could you tell me

whether I will be paid for the 7 years of teaching experience I had before I left teaching?

The agreement in force in your division determines what allowance you will receive. In your case, the agreement provides that you will receive credit for half of the service obtained prior to 1947.

◆ I have been told by the secretary-treasurer of the school board that, unless I attend summer school next year, I will lose the pro rata allowance I am now receiving. Is this correct?

The agreement in force in your district does have a clause which provides that, if a teacher does not take further university education after two successive years, his salary will revert to the last complete year of university education. Consequently, unless you attend summer school this coming summer, you will lose the present pro rata allowance you are receiving.

◆ What is the purpose of the ATA Pension Grievance Committee?

This is a committee of the Executive Council which has been established to consider pension problems of members of the Association. The secretary of the committee is W. Roy Eyres of head office staff and the chairman is H. C. McCall of Stony Plain.

◆ Where can I get information about the Canadian College of Teachers?

Write to Mr. G. G. Croskery, secretary-treasurer of the Canadian Teachers' Federation, 444 MacLaren Street, Ottawa.

◆ Why don't you have more articles by Alberta teachers in *The ATA Magazine*?

Have you ever tried to get Alberta teachers to write for publication?

◆ What protection have I against legal action if an accident happens to pupils I supervise on the playground?

The school board is required by law to carry liability insurance covering you in the discharge of your duties.

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